



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3500 N Cherry Ave, Tucson, AZ 85719

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Ernest M. Galaz
Schedule : 07:00 AM to 04:30 PM
Grades : Pre-K-5
Web Address : www.amphi.com/~holaway/
Phone Number : (520) 696-6880
Fax Number : (520) 696-6924
E-mail : egalaz@amphi.com

Mission

The mission of Holaway Elementary School is to provide an exemplary education in a safe, caring environment that inspires academic success through readiness, responsibility, respect, and resilience.
Vision: Holaway School is a Learning Community where: All students are proficient in reading, writing and mathematics and can successfully employ these skills in complex projects and activities that have meaning and relevance in their world and for their future success and productivity.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Every Holaway student will be proficient in reading, writing, and mathematics.
- ü Every Holaway student will successfully employ reading, writing and mathematics skills in complex projects and activities.

Enrollment

October 1, 2005 School Year Student Enrollment : 455
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- Ü On-site Special Education
- Ü SEI
- Ü Gifted (REACH)
- Ü Title I
- Ü Lower Quartile Math
- Ü Balanced Literacy
- Ü Inclusion

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide an exemplary education. Inspire academic success. Communicate regularly with parents and community. Provide a safe and caring environment. Continue Holaway's tradition of excellence.

Parents

Holaway families and community members are active partners in the learning process, who extend their children's learning through meaningful activities at home and in the community, and actively participate in the decisions that drive success in the classroom and school.

Transportation Policy

Amphitheater Transportation Department provides transportation and related services to students and school personnel in a safe, efficient and professional manner while seeking to build cooperation and pride among all Amphitheater community members.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rodel Exemplary Teacher Finalist	2006
Ü ParentAid Teddy Award	2006
Ü Heritage Grant - AZ Game & Fish	2005
Ü Odyssey of the Mind - regional and state awards	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1211	80010	100	99	99	443	456	447	7	8	10	24	15	18	61	55	53	7	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	581	38935	100	100	99	448	453	447	10	7	9	18	18	19	64	55	55	8	20	17
Male	31	628	40974	100	98	98	436	460	448	3	8	11	32	13	18	58	54	52	6	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	42	450	34545	100	99	99	434	434	432	12	13	14	26	25	24	57	53	53	5	10	9
Asian/Pacific Islander	--	52	2068	--	100	99	--	477	474	--	4	4	--	2	10	--	60	50	--	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	18	609	35142	100	99	99	460	474	465	NA	2	5	11	9	11	78	55	56	11	33	28
Students with Disabilities	15	203	10161	100	98	93	408	431	419	13	18	28	47	27	28	40	44	36	NA	11	8
Students without Disabilities	55	1008	69849	100	99	100	448	461	451	5	6	7	18	13	17	67	57	56	9	25	19
Limited English Proficient Students	12	117	14013	100	97	97	419	404	413	8	32	24	42	35	34	50	32	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	56	574	39029	98	96	98	438	434	432	7	13	14	27	23	25	63	56	52	4	8	9
Non-Economically Disadvantaged	14	637	40981	100	100	100	458	477	462	7	3	6	14	8	13	57	53	54	21	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1213	79438	100	99	98	435	458	451	10	8	9	36	20	24	49	57	56	6	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	583	38775	100	100	99	440	461	457	8	7	7	31	20	22	59	58	58	3	15	13
Male	31	628	40560	100	98	97	429	456	446	13	9	12	42	20	25	35	57	54	10	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	42	451	34297	100	99	98	422	435	434	14	13	14	45	33	31	38	49	50	2	5	5
Asian/Pacific Islander	--	52	2063	--	100	99	--	477	475	--	4	3	--	8	15	--	65	63	--	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	18	609	34887	100	99	98	460	478	471	6	3	4	17	11	15	61	64	63	17	22	18
Students with Disabilities	15	202	9588	100	98	88	378	428	416	33	22	30	33	28	32	33	44	34	NA	7	5
Students without Disabilities	55	1011	69850	100	100	100	443	464	456	4	5	7	36	19	23	53	60	59	7	16	12
Limited English Proficient Students	12	118	13856	100	98	96	381	393	407	25	43	27	67	33	43	8	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	56	575	38685	98	96	97	429	434	435	11	13	14	39	33	32	45	50	50	5	4	5
Non-Economically Disadvantaged	14	638	40753	100	100	99	456	480	467	7	4	5	21	9	16	64	64	62	7	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1212	79971	100	99	99	419	434	423	6	7	8	47	35	41	44	50	49	3	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	581	38974	100	100	99	432	447	437	5	5	5	38	27	33	54	58	57	3	10	4
Male	31	629	40895	100	99	98	404	422	410	6	9	10	58	42	47	32	43	41	3	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	42	449	34481	100	99	99	418	419	410	10	10	10	43	42	46	43	44	43	5	4	1
Asian/Pacific Islander	--	52	2067	--	100	99	--	458	449	--	4	4	--	21	28	--	60	60	--	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	18	610	35150	100	99	99	418	448	437	NA	4	5	61	30	35	39	56	56	NA	10	5
Students with Disabilities	15	202	10258	100	98	94	374	394	377	7	17	23	53	44	51	33	38	25	7	1	1
Students without Disabilities	55	1010	69713	100	100	100	425	441	429	5	5	5	45	33	39	47	53	52	2	9	3
Limited English Proficient Students	12	115	13985	100	95	97	395	368	382	8	30	18	50	42	54	42	28	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	56	575	38994	98	96	98	415	413	409	5	10	10	50	45	47	41	42	41	4	3	1
Non-Economically Disadvantaged	14	637	40977	100	100	100	433	452	437	7	4	5	36	25	34	57	58	56	NA	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	1230	80147	89	97	99	473	492	482	5	7	11	32	15	17	48	47	49	14	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	595	39281	88	98	99	469	492	483	NA	6	9	48	15	17	38	48	50	14	31	24
Male	35	634	40780	90	96	98	474	492	482	9	8	12	23	15	17	54	47	48	14	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	26	451	33494	84	97	99	458	473	466	8	10	15	35	23	23	50	50	49	8	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	21	658	36122	95	97	99	480	505	501	5	5	5	29	10	10	52	46	50	14	39	35
Students with Disabilities	13	190	10295	72	88	92	483	459	443	8	24	33	38	26	26	31	36	33	23	14	8
Students without Disabilities	43	1040	69852	96	99	100	470	498	488	5	4	7	30	13	16	53	50	51	12	33	26
Limited English Proficient Students	NC	150	12722	NC	96	97	NC	442	441	NC	21	27	NC	37	33	NC	39	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	40	568	38371	85	96	97	461	469	465	8	12	15	38	23	23	50	51	49	5	14	13
Non-Economically Disadvantaged	16	662	41776	100	99	100	501	512	498	NA	3	6	19	9	11	44	45	49	38	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	1231	79686	89	97	98	467	477	470	5	9	11	29	21	24	63	58	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	594	39163	88	98	99	476	482	475	5	8	9	14	19	22	81	61	60	NA	13	10
Male	35	636	40438	90	97	97	462	473	465	6	10	13	37	24	25	51	56	54	6	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	26	450	33299	84	97	98	456	457	452	4	13	17	38	34	32	54	50	47	4	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	21	660	35914	95	98	98	482	492	489	5	5	5	14	14	15	76	63	67	5	18	14
Students with Disabilities	13	190	9808	72	88	87	487	440	432	8	31	35	15	27	32	62	37	30	15	5	3
Students without Disabilities	43	1041	69878	96	100	100	462	484	475	5	5	8	33	20	23	63	62	61	NA	12	9
Limited English Proficient Students	NC	149	12594	NC	95	96	NC	419	422	NC	34	34	NC	50	45	NC	15	21	NC	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	40	567	38095	85	96	97	457	453	452	8	16	17	38	33	32	55	49	48	NA	3	3
Non-Economically Disadvantaged	16	664	41591	100	99	99	491	498	486	NA	3	6	6	11	16	81	67	65	13	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1231	80372	90	97	99	459	480	475	4	4	4	44	29	30	53	64	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	595	39452	92	98	99	468	491	488	NA	4	3	41	22	22	59	70	72	NA	5	3
Male	35	635	40836	90	97	98	454	470	464	6	4	6	46	35	37	49	58	56	NA	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	27	450	33608	87	97	99	446	463	462	7	6	6	44	39	36	48	52	57	NA	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	21	660	36213	95	98	99	468	492	489	NA	3	2	52	22	22	48	72	72	NA	4	3
Students with Disabilities	13	192	10526	72	88	94	473	441	427	NA	11	15	38	46	53	62	41	31	NA	2	1
Students without Disabilities	44	1039	69846	98	99	100	456	486	482	5	3	3	45	25	26	50	68	69	NA	4	2
Limited English Proficient Students	NC	148	12747	NC	94	97	NC	419	432	NC	14	12	NC	58	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	41	569	38521	87	96	98	450	457	461	5	6	6	49	41	38	46	51	55	NA	1	1
Non-Economically Disadvantaged	16	662	41851	100	99	100	481	499	489	NA	2	3	31	18	22	69	75	72	NA	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1240	79306	98	98	99	495	518	504	17	8	13	25	17	20	40	48	49	18	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	640	38845	100	98	99	491	519	505	20	7	11	25	16	20	38	49	50	18	28	18
Male	25	598	40383	96	97	98	502	516	504	12	10	14	24	18	19	44	46	47	20	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	35	440	32673	97	97	99	480	497	487	26	14	18	23	25	25	43	47	46	9	15	10
Asian/Pacific Islander	--	42	2147	--	95	99	--	543	539	--	2	5	--	10	10	--	45	46	--	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	17	682	36234	100	98	99	524	533	523	6	4	6	18	11	13	41	49	52	35	35	28
Students with Disabilities	NC	157	10286	NC	87	91	NC	470	462	NC	28	41	NC	40	27	NC	27	27	NC	4	5
Students without Disabilities	57	1083	69020	100	100	100	500	524	510	16	5	9	21	14	18	42	51	52	21	30	21
Limited English Proficient Students	NC	79	10291	NC	95	96	NC	450	458	NC	38	38	NC	38	34	NC	24	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	48	498	37437	94	95	97	482	489	486	19	14	19	31	30	26	40	45	46	10	11	9
Non-Economically Disadvantaged	17	742	41869	100	99	100	531	537	521	12	4	7	6	9	14	41	49	51	41	38	27

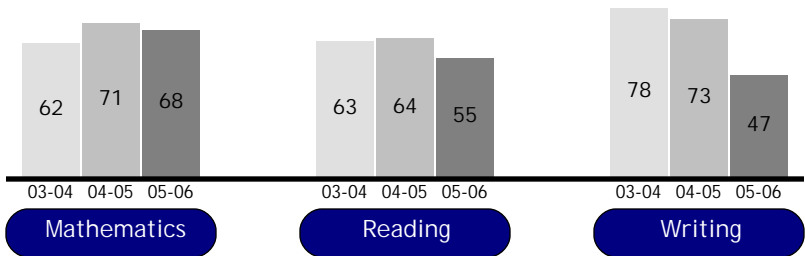
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1242	79000	97	98	98	476	498	489	8	6	10	41	20	24	45	62	58	6	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	643	38774	100	98	99	476	503	494	5	4	7	45	17	22	45	66	61	5	13	10
Male	24	597	40150	92	97	98	477	493	485	13	8	12	33	23	25	46	59	55	8	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	34	438	32508	94	97	98	462	478	472	6	11	15	56	29	33	35	56	49	3	4	3
Asian/Pacific Islander	--	42	2142	--	95	99	--	510	510	--	5	4	--	10	14	--	69	67	--	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	17	686	36135	100	98	98	495	513	508	12	2	4	18	13	14	59	67	67	12	17	15
Students with Disabilities	NC	160	9991	NC	88	88	NC	459	449	NC	19	33	NC	44	36	NC	32	29	NC	6	2
Students without Disabilities	57	1082	69009	100	99	100	479	504	495	7	4	6	40	16	22	46	67	62	7	13	10
Limited English Proficient Students	NC	77	10199	NC	93	95	NC	431	439	NC	40	35	NC	52	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	47	497	37234	92	95	97	466	474	472	9	12	15	49	32	33	38	53	50	4	3	3
Non-Economically Disadvantaged	17	745	41766	100	100	99	505	515	505	6	2	5	18	12	16	65	69	65	12	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1238	79611	97	98	99	507	515	496	5	4	7	34	29	37	59	64	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	644	39016	100	98	99	512	532	511	5	2	4	33	21	29	60	74	66	3	3	1
Male	24	592	40519	92	96	98	498	496	482	4	7	10	38	39	44	58	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	34	438	32855	94	97	99	499	497	481	6	7	10	47	39	43	44	53	47	3	1	0
Asian/Pacific Islander	--	42	2149	--	95	100	--	541	519	--	NA	4	--	24	24	--	67	70	--	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	17	682	36380	100	98	99	521	528	511	NA	3	4	24	23	30	76	71	65	NA	3	1
Students with Disabilities	NC	155	10664	NC	86	94	NC	453	440	NC	17	23	NC	55	54	NC	27	22	NC	1	1
Students without Disabilities	57	1083	68947	100	100	100	513	523	504	2	3	4	33	26	34	63	69	61	2	2	1
Limited English Proficient Students	NC	77	10362	NC	93	97	NC	427	438	NC	26	22	NC	56	57	NC	18	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	47	498	37626	92	95	98	502	487	479	4	7	10	43	45	45	51	47	45	2	1	0
Non-Economically Disadvantaged	17	740	41985	100	99	100	520	534	511	6	2	4	12	19	30	82	76	65	NA	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	55	NA	58	93	45	54	47	86	43	56	46
	Language	95	46	59	50	93	39	55	47	86	34	54	48
	Mathematics	95	61	72	64	95	50	58	50	89	41	58	52
3	Reading	92	50	NA	55	97	42	49	44	91	34	54	46
	Language	95	56	68	61	97	44	48	44	91	32	52	46
	Mathematics	95	68	71	61	97	54	57	51	91	54	63	52
4	Reading	91	57	NA	56	97	41	54	48	84	48	58	52
	Language	93	48	59	52	97	45	54	49	86	54	58	52
	Mathematics	92	66	72	61	97	50	59	53	84	59	65	58
5	Reading	93	55	NA	55	92	42	55	50	94	50	63	56
	Language	90	50	60	49	92	44	55	50	94	44	61	54
	Mathematics	90	70	78	63	90	47	56	49	95	52	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monitor Strategic Plan
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Climate Survey
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.25
Other Professional Staff	1.50	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	1	0	0
10 or more years	8	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	59
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Room with Internet Access
- Ü Library with Internet Access

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Band/Orchestra
- Ü Homework Club
- Ü Stockmarket Competition
- Ü Academic Competitions Club

Social Services

- Ü Health Services
- Ü Social Worker
- Ü PAL/ASAP (On-site Day Care)
- Ü Breakfast/Lunch Program
- Ü Project Achieve

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our school raised its reading scores for all students, as measured by the Measurement of Academic Progress and Developmental Reading Assessment.
- ü Holaway has successfully implemented the Four Blocks Reading program in all grades.
- ü Increased the percent of 3rd, 4th, and 5th grade students meeting their target RIT score in mathematics and reading on the Measure of Academic Progress
- ü s

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The goals of our school this year in the area of school environment are as follows: increase school safety through revision, posting, and consistent enforcement of rules. Implement the 'Second Step' violence prevention program, integrate the 'Positive Behavior Support' program, implement conflict manager program, and initiate an orientation program for new students each semester.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ernest M. Galaz	(520) 696-6880
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Christina Savel	(520) 696-6886
School Nutrition Programs	Debbie Felix	(520) 696-6922
Parent Organization	Sally Fricks	(520) 696-6880
Student Health/Nurse	Sharon Robinson	(520) 696-6881

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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